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ABSTRACT

This health curriculum guide, intended for use with children in grades four through six, contends that the school is in a unique position to supplement efforts by home and community in raising the levels of physical, mental, and social-emotional health for each child. The contents of the guide are presented in outline form and cover observing signs of positive health, planning for total fitness in each individual's life, and other environmental and community factors which may influence health. For each content area and its sub-divisions, fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary teacher and student references; these include books, filmstrips, and other audio-visual aids. Outcomes of this health unit are given in terms of the student's understanding of personal health practices, his appreciation of health measurement techniques, and the importance of periodic health assessment, his knowledge of the school health team and other community helpers, and his awareness of certain physical, mental, and social-emotional commonalities and differences which exist between himself and his peers. (Author)

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PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES



CS 007 755

STRAND I PHYSICAL H

HEALTH STATUS FOR GRADES 1-6
SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION
THE CURRICULUM DEVELOPMENT CENTER / ALBANY, NEW YORK

PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES



AND I PHYSICAL HEALTH

TH STATUS FOR GRADES 4-6

ION FOR EVALUATION AND DISCUSSION

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HEALTH CURRICULUM MATERIALS

FOR GRADES 4, 5, 6

Strand I - Physical Health
Health Status

1970 Reprint

*The University of the State of New York/The State Education Department
Curriculum Development Center/Albany 12224
1969*

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Overview

The annual United States investment in health and medical care is over 35 billion dollars, or 5 per cent of the country's total gross national product. These figures will continue to increase unless we utilize our existing resources more fully and "immunize" through education.

The school is in a unique position to supplement efforts by the home and community in raising the level of health for each child. Preventive measures and services must be utilized to the fullest through the cooperative effort of all agencies involved with the total fitness of children.

Many conditions of a physical, mental, and social-emotional nature can be detected and corrected early during the child's formative years thus involving optimal growth and development and optimal learning while helping each child attain his best educational achievement.

Health Status can serve teachers as an introduction to other strand areas.

Outcomes

Pupil Objectives:

Pupils in grades 4-6 should be able to:

1. realize that their peers are different physically, mentally, and socially-emotionally and yet alike in many ways.
2. know the role of the school health team and other community helpers concerned with prevention and control of various health problems.
3. understand that through measurement one can assess vision, hearing, nutrition, mental, physical and social fitness.
4. understand that their personal health practices are directly related to their total fitness and level of health.
5. understand the significance and importance of periodic health assessment.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
I. Observing Signs of Positive Health	Getting a clear picture of oneself will help one to better understand one's self and others.	Have children devise checklist for self eval- uation of health.
		After class experience with this unit, have pupils go over checklist again. How would they change it? What are factors important for con- sideration?
A. Responsibility to self and others	The individual has a definite responsibility for his personal health, and factual knowledge is essential in making decisions.	Have class develop an inventory of characteristics of a health-educated individual. Include per- sonal living, social re- lations, and relation-

STANDINGS AND TAL CONCEPTS

clear picture
will help one
understand one's
others.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Have children devise a
checklist for self eval-
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lations, and relations in

SUPPLEMENTARY INFORMATION FOR TEACHERS

Pupil health appraisal is
the process of determining
a child's status through
teacher and nurse observa-
tions, health histories,
screening tests, medical,
dental, and psychological
examinations.

Classroom appraisal methods
could include:

1. observation of practices
resulting from instruc-
tion
2. checklists and rating
scales
3. posture tests
4. class charts, diaries
5. motor ability tests
6. opinions of parents
7. health knowledge tests
8. self-testing activities
9. surveys
10. evaluation of health
lessons

Great care needs to be ex-
ercised in relation to
"normals". There is a
great range within which
normal falls.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

the community.

Invite a pediatrician and a psychologist to class to discuss how individuals grow and develop physically and emotionally.

Good health enables one to enjoy life more.

Show appropriate film.

Many physical handicaps can be overcome, resulting in a more meaningful, productive and useful life.

Read stories of Great Americans who overcame physical handicaps and became an inspiration to others.
.Glenn Cunningham
.Wilma Rudolph
.Franklin D. Roosevelt

Discuss some current figures who are accomplishing in spite of handicaps.

Overcoming a physical handicap may be a great social and emotional achievement.

With the use of a checklist have the pupils identify the positive signs of health in themselves.

UNDERSTANDINGS AND
TAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

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inspiration to others.
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.Franklin D. Roosevelt

Discuss some current
figures who are ac-om-
plishing in spite of
handicaps.

Emphasize the "ability"
rather than the "disability"
of an individual.

With the use of a check-
list have the pupils iden-
tify the positive signs of
health in themselves.

Children are guided in de-
veloping desirable health
behavior through their daily
experiences with the class-
room teacher. The chart be-
low can be useful for the
teacher and also the parent
for health appraisal.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

Check List

Positive Signs

1. a strong, well-built skeleton
2. sound, well-formed teeth
3. erect posture
4. healthy color to the skin
5. well-developed muscles
6. a moderate padding of fat
7. eyes bright and clear
8. facial expression alert and happy
9. hair smooth, glossy
10. child reports sound refreshing sleep
11. child reports good appetite, good digestion and regular elimination
12. mucous membranes of mouth and eyes are reddish pink; finger nails and ears are a reddish pink as seen under the light
13. mental health excellent—there is an air of contentment, good naturedness, vigor, and interest in life.

For further details refer to sub-strand on Health Status, grades K-3 and also to Strand III, Mental Health.

Unless instruction is directed toward the basic

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
B. Role of health personnel		
1. Health service staff	<p>It is important for the individual to appreciate and to understand the findings of the many people concerned with his health status.</p> <p>The physician, nurse-teacher, and dental hygiene teacher cooperate to help students keep well by periodic examination.</p>	<p>Discuss the reasons for visits to the:</p> <ul style="list-style-type: none"> .physician .dentist .dental hygienist .school psychologist <p>Have the class name and describe other health personnel. Discuss the similarities and the differences in their functions. Which is the latest health occupation added to the team?</p>
a. Physician		Have class discuss the topic: Why the individuals concerned with health services are so important to the individual and community?

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS.

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

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.physician
.dentist
.dental hygienist
.school psychologist

Have the class name and describe other health personnel. Discuss the similarities and the differences in their functions. Which is the latest health occupation added to the team?

Have class discuss the topic: Why the individuals concerned with health services are so important to the individual and community?

SUPPLEMENTARY INFORMATION FOR TEACHERS

health needs and characteristics of children, minimal learning and little behavior change will occur.

Health guidance by teachers, nurses, physicians, and others is extremely important in interpreting to parents and pupils their health status.

The CUMULATIVE HEALTH RECORD is a functional instrument and invaluable when kept up-to-date:
Contents --
.positive and negative signs observed by the teacher
.immunization and tests record
.growth records and screening data
.dental and medical appraisal
.recommendations for referral

The teacher should keep in mind that one of the primary purposes in learning about the health service staff is for the learner to understand the relationships between health personnel and himself so that

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

- b. Nurse-
teacher
- c. Dental
hygiene
teacher

- 2. Other school
personnel

There are many people in the school family who help the students keep well while contributing to their growth and development.

Ask the children to list as many preventive services as they can in the school and community.

Organize a panel. Have individual members do research - library and interview - on one health specialist. The rest of the class can write questions they would like answered about health specialists. Have panel discuss and answer class questions.

As appropriate to class needs, discussions, and interests, invite members of the health team to:

1. discuss their role
2. work with pupils in small group discussion or research (consultant)
3. assist pupils in independent study and

UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

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Organize a panel. Have individual members do research - library and interview - on one health specialist. The rest of the class can write questions they would like answered about health specialists. Have panel discuss and answer class questions.

he is better able to make decisions about his health and to function more effectively.

The classroom teacher should assist in the screening whenever possible. The experience is valuable in interpreting results. The classroom teacher has valuable information about each child.

As appropriate to class needs, discussions, and interests, invite members of the health team to:

1. discuss their role
2. work with pupils in small group discussion or research (consultant)
3. assist pupils in independent study and

Some of the other school personnel involved in the health team might include: the psychologist, guidance counselor, speech therapist, social worker, attendance teacher, physical education teacher, and reading specialist.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

- C. Measurement and
evaluation of
health status and
fitness

Everyone should establish
a life-long practice of
having his total fitness
evaluated at regular
intervals.

research in a particular
area

1. Health
examination

Discuss the values of an
annual health examination.

UNDERSTANDINGS AND
MENTAL CONCEPTS

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SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

research in a particular
area

Discuss the values of an
annual health examination.

SUPPLEMENTARY INFORMATION
FOR TEACHERS

A thorough health examination,
according to the American
Medical Association, is
considered the most effective
evaluation procedure to
appraise one's health
potential.

See Article 19, State
Education Law - students
who are not able to produce
evidence of a health exam-
ination by their own physi-
cian annually are examined
by the school physician.

An annual health examina-
tion can help the doctor:
-find minor problems which
can be healed before they
become big problems
-check height and weight to
see about gain or loss
-to explain how the student
is growing in terms of age
and body type
-see if the student needs to
go to the dentist to have
his teeth fixed
-interpret the screening
tests (vision, hearing,
dental) and advise if there
is need for further action
-answer any questions that
may be causing concern

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

The health examination is valuable in detecting early signs of defects, disease and growth variations.

There are many tests available to help one detect various defects and understand one's health status better.

Discuss the history and use of one or more of the instruments used by the physician in his examination evaluation, e.g. sphygmomanometer (measures blood pressure).

Bring in pictures of instruments used by physicians in health examinations.

2. Kinds of tests and evaluations

a. Vision and hearing screening

Vision and hearing enable individuals to be aware of their surroundings.

Relate to Strand I - Physical Health, sub-strand on Sensory Perception.

b. Dental screening

The teeth contribute to good speech, proper eating and improved appearance.

The dentist and dental hygienist provide preventive services to promote dental health.

Relate to Strand I - Physical Health, sub-strand on Dental Health.

Discuss: Tooth decay. Describe the factors involved in tooth decay.

OR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

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SUGGESTED TEACHING AIDS
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Bring in pictures of in-
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sicians in health exami-
nations.

Relate to Strand I -
Physical Health, sub-
strand on Sensory percep-
tion.

Relate to Strand I - Physi-
cal Health, sub-strand on
Dental Health.

Discuss: Tooth decay.
Describe the factors in-
volved in tooth decay.

SUPPLEMENTARY INFORMATION
FOR TEACHERS

Most schools are unable to
provide a complete, annual,
medical examination for
students. Time and expense
preclude such an examination.
The comprehensive examina-
tion is one that is gen-
erally provided by one's
private or family physician,
or community health center.

According to the New York
State Education Law, Article
19 (Medical and Health
Service), Section 901,
"medical inspection shall
be provided for all pupils
attending the public schools
in this state".

Studies have shown that a
good school dental health
program combines effective
classroom instruction with
dental inspections and
prophylaxis.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
c. Physical fitness tests	<p>The state of fitness and dynamic body movement can be measured and is significant to health.</p> <p>Physical activity should be planned as part of one's daily routine.</p>	<p>Invite the physical education teacher into class to discuss and demonstrate kinds of physical fitness tests being used and their values.</p>	
3. Evaluating daily living (checklist)	<p>There is a positive relationship between practicing desirable health practices and body fitness.</p>	<p>Read and discuss with pupils what "total fitness" involves.</p> <p>Have pupils evaluate their current health practices, for example:</p> <ol style="list-style-type: none"> 1. Do you eat a wide variety of foods? 2. Are you physically active regularly? 3. Do you wash your hands before you eat? 4. Do you see your doctor for a checkup once a year? 5. Do you visit your dentist once a year? 6. Do you brush your teeth after every meal? 7. Do you solve most of your problems yourself? 8. Do you ask for help when you need it? 9. Can you handle disappointment as well as success? 	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY FOCUS
II. A Health Spectrum - In Perspective: Planning for "total" fitness in our lives	<p>The individual has a responsibility for striving toward optimal health.</p> <p>The various kinds of fitness are interrelated.</p>	<p>10. Do you have any hobbies?</p> <p>Discuss the kinds of fitness that make up total fitness: physical, intellectual, social, emotional.</p> <p>Discuss the fact that when an individual is upset, his appetite, sleep habits and desire for exercise may be affected.</p>	<p>Fitness (best) is that capacity that can maintain individual.</p> <p>Fitness is the capacity to function daily regardless of extra demands physical or socially.</p> <p>No one person functions. Total fitness includes physical, social, factors interdependent.</p> <p>It is important for child to be vigorous early in life, able to function, ability, planned.</p> <p>Some of the causes of physical</p>

LEARNING UNDERSTANDINGS AND
FOR TOTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

10. Do you have any
hobbies?

Fitness is the optimal
(best) state of health
that can be obtained and
maintained by each indi-
vidual.

Discuss the kinds of fit-
ness that make up total
fitness: physical, in-
tellectual, social, emo-
tional.

Fitness can be measured by
the capacity of a person
to function in meeting
daily requirements and
extra demands in activity:
physically, intellectually,
socially, and emotionally.

Discuss the fact that when
an individual is upset,
his appetite, sleep habits
and desire for exercise
may be affected.

No one part of the body
functions independently.
Total fitness is more than
physical fitness. It also
includes intellectual,
social, and emotional
factors which are mutually
interdependent.

It is important for the
child to learn the need for
vigorous physical exercise
early in life. Until he is
able to take this responsi-
bility, there has to be a
planned program for him.

Some of the factors which
have caused a decrease in
physical activity are:

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

A. Good nutrition

The body is built by
the food eaten.

Choosing a variety of
foods from the "Basic
Four" food groups will
help develop the body
and keep it healthy.

Body processes are re-
gulated by the food eaten.

Relate to Strand I, s
strand, Nutrition.

Discuss:

1. how eating habits
effect growth
2. how foodstuffs are
changed into bones
muscles, and blood
cells
3. how energy comes
from the food eaten

Show an appropriate fi
or filmstrip.

B. Balanced program of sleep, rest, and relaxation

Sleep, rest, and re-
laxation prepare the
body for work and play.

Engaging in hobbies, or
changing one's activities
helps one to relax.

C. Developing good posture

Discuss how exercise a
good posture. Demonst

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

the body is built by
the food eaten.

Choosing a variety of
foods from the "Basic
four" food groups will
help develop the body
and keep it healthy.
Body processes are re-
gulated by the food eaten.

During sleep, rest, and re-
laxation prepare the
body for work and play.

Engaging in hobbies, or
changing one's activities
helps one to relax.

Relate to Strand I, sub-
strand, Nutrition.

Discuss:

1. how eating habits
effect growth
2. how foodstuffs are
changed into bones,
muscles, and blood
cells
3. how energy comes
from the food eaten

Show an appropriate film
or filmstrip.

Discuss how exercise aids
good posture. Demonstrate

1. television, radio,
movies, and spectator
sports which provide
passive entertainment
2. the increased use of
the automobile which
lessens the amount of
time spent in walking
and running
3. the rapid disappear-
ance of natural play
facilities, field,
and vacant lots

During sleep the body pro-
cesses slow down - muscles
relax, heart and lungs work
more slowly and the blood
carries a new supply of
food and oxygen to the
bones, muscles, and nerves,
thus restoring body reserves.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

When posture is good, the bones and muscles are aided in working properly to keep the body in balance

Each individual has a characteristic way of standing, sitting, and walking which is determined by learning and the way his or her body is made.

Good body dynamics is important in work and play.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

good posture when standing, sitting and walking.

Show an appropriate film.

Make stick drawings of good posture.

demonstrate and have students practice various examples of good body mechanics.

Demonstrate good walking, sitting posture. Practice correct way to lift chairs, books, scrapbooks, etc.

SUPPLEMENTARY INFORMATION FOR TEACHERS

Good posture helps internal organs function properly by improving muscle tone.

The values of good posture can be related to:

- .an attractive appearance
- .efficiency in movement, i.e., in basic motor skills for games and sports and in everyday standing, sitting, walking.
- .correction of defects
- .improved fitness, i.e., in improved circulation, proper alignment of organs
- .good mental and emotional outlook

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMEN FO
			The story for health Age to the illustration Through
D. Caring for the feet	Proper care of the feet enhances posture as well as provides a sense of well-being.	Joint project with physi- cal education teacher or school nurse-teacher: demonstration of foot exercise.	Feet can by simple
		Discuss the importance of cutting toenails cor- rectly.	Toe nails straight the devel nails or
	Properly fitted shoes should take priority over "the latest style", if one is concerned with total fitness.	Discuss the types of ma- terials and styles used in shoes.	Shoes with and tops culation
			Poorly fi cause pod tion to c foot cond
			When buyi should be weight of ing the f should fi should be ment of t ing.
E. Caring for the skin and its appendages (hair, nails,	The skin and its appen- dages are often indicators of one's health.		

LEARNING UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

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impleances posture as
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ell-being.

Joint project with physi-
cal education teacher or
school nurse-teacher:
demonstration of foot
exercise.

The story of man's search
for health from the Stone
Age to the present is well
illustrated in "Health
Through the Ages."

Feet can be strengthened
by simple daily exercises.

nails
ight
devel
s or
s with
tops
tion
s con-
cerned with
fitness.

Discuss the importance
of cutting toenails cor-
rectly.

Toe nails should be cut
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the development of hang-
nails or ingrown toenails.

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s concerned with
fitness.

Discuss the types of ma-
terials and styles used
in shoes.

Shoes with leather soles
and tops permit free cir-
culation of air.

ly fitted shoes may
cause poor posture in addi-
tion to corns and other
foot conditions.

When buying shoes, allowance
should be made for the
weight of the body in spread-
ing the foot. The heel
should fit snugly. There
should be freedom of move-
ment of the toes for walk-
ing.

skin and its appen-
dages are often indicators
of health.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
1. Skin	Regular bathing removes perspiration, oil, and dirt from the skin.	Discuss the values of cleanliness as a health measure.
2. Hair	Proper care of the hair keeps it clean, healthy and attractive.	
3. Nails	Proper care of the nails is important to grooming and the prevention of infection.	Discuss the importance of caring for nails, including the cuticles.
III. Other Factors Influencing Health	Health is being influenced more and more by environmental and community factors outside of the individual's control.	Panel discussion or symposium - What factors, other than the individual, influence health? Examples for consideration are: 1. environment 2. community 3. income 4. availability of services

UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Regular bathing removes
dirt, perspiration, oil, and
other impurities from the skin.

Proper care of the hair
keeps it clean, healthy
and attractive.

Proper care of the nails
is important to grooming
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Health is being influ-
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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Discuss the values of
cleanliness as a health
measure.

Discuss the importance
of caring for nails,
including the cuticles.

Panel discussion or sym-
posium - What factors,
other than the individual,
influence health?
Examples for consideration
are:

1. environment
2. community
3. income
4. availability of
services

SUPPLEMENTARY INFORMATION FOR TEACHERS

Improper care of fingernails
may result in hangnails.

There are individual differ-
ences among children from
different socio-economic
backgrounds. Some of the
aspects one could explore
are:

1. attitudes toward the
teacher and other
"authority-figures"
2. parents' level of
expectancy concerning
achievement
3. the use of language as
a weapon against the
teacher and others
4. attitude of the peer
group toward learning

The standard of living for
a majority of our people is
adequate but for millions
of other Americans it re-
mains below the acceptable

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

minimum limit set by society. The National Health Survey of 1963-64 reveals that lower income people in spite of their increased level of illness and greater need for health care, receive fewer health services. The findings of the survey, for example, confirm the generally accepted idea that there is a positive relation between poor health and low income.

Multimedia Resources

TEACHER REFERENCES

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AUDIO-VISUAL AIDS

Films K-3

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Beginning Posture Habits. Coronet. 11 minutes. sound.
Eat Well, Grow Well. Coronet. 11 minutes. sound.
How Billy Keeps Clean. Coronet. 11 minutes.
Kert Cleans Up. Coronet. 10 minutes.
Learning About Our Bodies. Coronet. 11 minutes. sound.
Living and Non-Living Things. Coronet. 11 minutes.
Playing Safely. Young America.
Playground Safety. Coronet. 10 minutes.
Primary Safety on the Playground. Coronet.

Films K-3 (continued)

Safety on the Playground. EBF. 12 minutes.

Sleep and Rest. EBF. 6 minutes.

They Grow Up Fast. American Association of Health, Physical Education & Recreation. 27 minutes.

Your Body Grows. Coronet. 11 minutes.

Your Child's Health and Fitness. American Association of Health, Physical Education & Recreation.

Your Friend, the Doctor. Coronet. 11 minutes. sound.

Your Posture. Young America.

Filmstrips K-3

Fun on the Playground. EBF. black and white #3180. 11 minutes.

Health Habits Series. Keeping Clean and Neat. EBF. #7660.

Learning About Living Things. Series EBF. #10970.

Safety on the Playground. EBF. color. #608. 14 minutes.

Your Sleep and Rest. EBF. color. 6 minutes. #2154.

Films 4-6

Breathing. EBF.

Care of the Skin. EBF. 11 minutes.

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Films 4-6 (continued)

Cleanliness and Health. Coronet.

Digestion in Our Bodies. National Dairy Council.

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Films 4-6 (continued)

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